



Dillon 1 School District

PO Box 644
Lake View, SC 29563

Grades PK-12 District
Enrollment 867 Students
Superintendent Stephen Laird 843-759-3001
Board Chair Earl Gleason, Jr. 843-464-2288

THE STATE OF SOUTH CAROLINA 2009 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Below Average
2008	Average	Excellent
2007	Below Average	Below Average
2006	Below Average	Below Average
2005	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

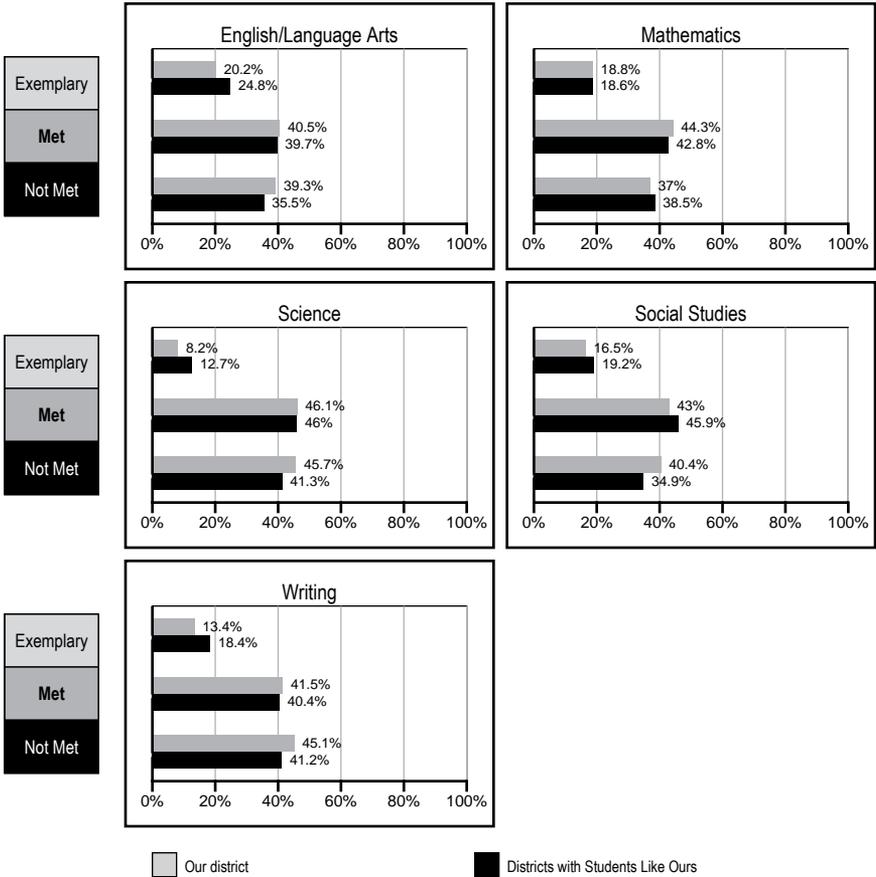
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.6%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	6	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Districts with Students Like Ours are districts with poverty indices of no more than 5% above or below the index for the district.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

Percent	Our District			Districts with Students Like Ours		
	2007	2008	2009	2007	2008	2009
Passed both subtests	76.6%	71.4%	86.6%	70.0%	73.2%	69.8%
Passed one subtest	9.4%	20.6%	6.0%	16.6%	14.8%	14.8%
Passed no subtests	14.1%	7.9%	7.5%	13.4%	11.9%	15.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours
Algebra 1/Math for the Technologies 2	77.8%	70.5%
English 1	66.1%	58.0%
Physical Science	50.8%	41.6%
US History and the Constitution	9.6%	29.2%
All Subjects	48.0%	50.3%

Abbreviations for Missing Data

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District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=867)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	99.7%
Retention rate	1.5%	Down from 2.7%	3.8%	3.1%
Attendance rate	95.2%	Up from 95.0%	95.6%	95.7%
Eligible for gifted and talented	1.4%	Down from 3.0%	8.6%	11.2%
With disabilities other than speech	11.2%	No Change	11.2%	10.6%
Older than usual for grade	5.4%	Down from 5.7%	5.1%	4.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.4%	Up from 1.9%	0.5%	0.5%
Enrolled in AP/IB programs	7.4%	Up from 4.1%	7.2%	10.5%
Successful on AP/IB exams	N/A	N/A	40.2%	51.2%
Eligible for LIFE Scholarship	31.8%	Up from 30.0%	30.1%	30.8%
Enrolled in adult education GED or diploma programs	0	No Change	24	40
Completions in adult education GED or diploma programs	0	No Change	18	30
Annual dropout rate	2.1%	Down from 4.1%	3.2%	3.4%
Teachers (n=60)				
Teachers with advanced degrees	36.7%	Up from 36.1%	53.9%	56.8%
Continuing contract teachers	75.0%	Up from 67.2%	72.1%	76.7%
Teachers with emergency or provisional certificates	7.5%	Down from 9.6%	7.6%	4.6%
Teachers returning from previous year	87.4%	Down from 88.1%	85.9%	88.4%
Teacher attendance rate	94.2%	Down from 95.1%	94.9%	95.0%
Average teacher salary*	\$41,295	Up 4.5%	\$44,089	\$46,992
Vacancies for more than nine weeks	3.3%	Up from 1.6%	0.5%	0.4%
Professional development days/teacher	19.5 days	Down from 22.3 days	14.1 days	13.1 days
District				
Superintendent's years at district	18.0	Up from 17.0	6.5	3.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 19.3 to 1	20.9 to 1	20.5 to 1
Prime instructional time	87.1%	Up from 86.4%	89.7%	89.8%
Dollars spent per pupil**	\$8,778	Up 1.9%	\$9,169	\$9,279
Percent of expenditures for teacher salaries**	50.2%	No Change	50.3%	52.7%
Percent of expenditures for instruction**	55.5%	Up from 54.3%	54.5%	56.7%
Opportunities in the arts	Good	No Change	Excellent	Excellent
Number of schools	3	No Change	6	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	1.7%	3.5%
Average age in years of school facilities	40 Years	Up from 39 Years	32 Years	28 Years
Number of schools with SACS accreditation	0.0	No Change	5.0	8.0
Parents attending conferences	74.4%	Down from 96.2%	93.3%	93.9%
Average administrator salary	\$82,715	Up 4.0%	\$80,429	\$79,261

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2009		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	59	96.6%	244	48.0%	68	89.7%	Yes
Gender							
Male	29	96.6%	123	46.3%	33	84.8%	N/A
Female	30	96.7%	121	49.6%	35	94.3%	N/A
Racial/Ethnic Group							
White	27	100.0%	109	52.3%	33	90.9%	N/A
African American	31	96.8%	126	45.2%	34	88.2%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	22	13.6%	12	66.7%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	44	95.5%	170	41.8%	51	88.2%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

HSAP Passage Rate by Spring 2009

Percent	Our District	Districts with Students Like Ours
	96.6%	92.3%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	68	294
Number of Diplomas	61	216
Rate	89.7%	73.5%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2008	2009	2008	2009	2008	2009	2008	2009		
District	409	440	463	465	430	428	1302	1334		
State	484	482	496	496	471	467	1451	1445		
Nation	497	496	510	510	488	487	1495	1493		
ACT	English		Math		Reading		Science		Total	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
District	13.2	14.5	16.4	17.8	15.0	16.2	15.8	17.5	15.2	16.6
State	18.9	18.9	20.1	19.9	19.7	19.7	19.6	19.7	19.7	19.7
Nation	20.6	20.6	21.0	21.0	21.4	21.4	20.8	20.9	21.1	21.1

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School District Governance

Board Membership	7 trustees appointed
Fiscal Authority	Appointed Legislative Delegation
Average Number of Hours of Training Annually	6.0 per board member
Percent New Trustees Completing Orientation	0.0%

District Superintendent's Report

The Dillon District One schools are committed to excellence for our students in all areas. Each of our schools has worked extremely hard to meet the needs of our students. The current report card is based on spring 2009 test scores which have not been published as of this writing. The 2008 report card led to Lake View High School being named a Palmetto Gold winner. Lake View Elementary was named a Palmetto Silver winner. Lake View Middle School met all of the goals of the Focused School Renewal Plan as required by the state. Teachers, principals, staff, and students worked together to create a successful learning climate in each school. The staff and students at these schools should be congratulated for their hard work.

Continued improvement is our goal. To meet this goal there is an expanded emphasis on literacy. The balanced literacy model, which has been successful at the elementary school, has been expanded to the middle school. Computer assisted instruction to help teachers with differentiating instruction has been implemented at the elementary school. To help our students meet the standards of the state, we again had an after school program for middle school students most in need. The teachers and students in these programs should be commended for the extra time they spend working on academics.

Plans for new buildings and renovations move forward based on the referendum passed by the community. By the time you read this, we hope you will see the beginning of construction at our schools.

Our schools cannot succeed without the contributions of parents and community. Our students need your support in every area of their lives. Make them aware that academic achievement is the key to success in life. We thank you for all you have done and ask that you continue your support.

Stephen Laird
Superintendent

No Child Left Behind

District Adequate Yearly Progress

No

This district met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

N/A

Number of students in their first year of US school.

0

Title I Schools' School Improvement Status

School	Status
Lake View Elementary	NI-DELAY

The Dillon 1 School District consists of 3 public schools with 1 of these schools, or 33.3%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary*	State % Met or Exemplary	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	357	99.7	39.3	40.5	20.2	75.4	82.8	Yes	Yes
Gender									
Male	166	99.4	45.5	36.4	18.2	70.1	79.3	N/A	N/A
Female	191	100.0	34.2	43.9	21.9	79.7	86.5	N/A	N/A
Racial/Ethnic Group									
White	169	99.4	27.8	41.1	31.0	82.9	89.5	Yes	Yes
African American	161	100.0	50.6	39.9	9.5	68.4	73.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.5	I/S	I/S
American Indian/Alaskan	18	100.0	29.4	52.9	17.6	76.5	82.5	I/S	I/S
Disability Status									
Disabled	66	98.5	66.7	23.8	9.5	49.2	52.0	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
Limited English Proficient									
Limited English	4	I/S	I/S	I/S	I/S	I/S	75.1	I/S	I/S
Socio-Economic Status									
Subsized meals	282	99.7	43.9	39.8	16.4	72.1	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	357	99.7	37.0	44.6	18.5	71.0	78.9	Yes	Yes
Gender									
Male	166	99.4	37.7	42.9	19.5	67.5	77.0	N/A	N/A
Female	191	100.0	36.4	46.0	17.6	73.8	80.9	N/A	N/A
Racial/Ethnic Group									
White	169	99.4	28.5	44.9	26.6	75.9	87.2	Yes	Yes
African American	161	100.0	44.3	43.7	12.0	66.5	66.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.0	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	76.0	I/S	I/S
American Indian/Alaskan	18	100.0	41.2	47.1	11.8	70.6	79.5	I/S	I/S
Disability Status									
Disabled	66	98.5	65.1	30.2	4.8	42.9	45.5	No	Yes
Migrant Status									
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
Limited English Proficient									
Limited English	4	I/S	I/S	I/S	I/S	I/S	76.1	I/S	I/S
Socio-Economic Status									
Subsized meals	282	99.7	42.4	41.6	16.0	67.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science							
All Students	242	100.0	45.5	46.3	8.2	54.5	67.5
Gender							
Male	106	100.0	45.9	44.9	9.2	54.1	67.0
Female	136	100.0	45.1	47.4	7.5	54.9	68.0
Racial/Ethnic Group							
White	113	100.0	34.0	51.9	14.2	66.0	79.5
African American	108	100.0	59.4	36.8	3.8	40.6	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	60.7
American Indian/Alaskan	12	100.0	18.2	81.8	N/A	81.8	71.2
Disability Status							
Disabled	47	100.0	75.6	15.6	8.9	24.4	35.6
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	46.1
Limited English Proficient							
Limited English	4	I/S	I/S	I/S	I/S	I/S	59.6
Socio-Economic Status							
Subsided meals	193	100.0	51.1	43.5	5.4	48.9	55.1
Social Studies							
All Students	242	99.6	40.4	43.0	16.5	59.6	72.3
Gender							
Male	111	100.0	40.8	41.7	17.5	59.2	71.5
Female	131	99.2	40.2	44.1	15.7	59.8	73.2
Racial/Ethnic Group							
White	108	99.1	29.0	50.0	21.0	71.0	80.7
African American	115	100.0	51.3	37.2	11.5	48.7	60.0
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68.0
American Indian/Alaskan	13	100.0	41.7	50.0	8.3	58.3	72.2
Disability Status							
Disabled	37	100.0	69.4	19.4	11.1	30.6	43.5
Migrant Status							
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	50.7
Limited English Proficient							
Limited English	2	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status							
Subsided meals	197	100.0	46.0	39.6	14.4	54.0	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	District % Met or Exemplary	State % Met or Exemplary	District Attendance Rate	State Attendance Rate
Writing									
All Students	355	98.3	45.4	39.5	15.0	54.6	70.2	95.8	96.1
Gender									
Male	165	98.2	52.9	35.5	11.6	47.1	63.2	95.5	96.0
Female	190	98.4	39.1	42.9	17.9	60.9	77.5	96.1	96.3
Racial/Ethnic Group									
White	168	98.2	38.0	42.4	19.6	62.0	79.1	95.2	95.9
African American	162	98.2	51.9	37.2	10.9	48.1	57.6	96.5	96.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.2	99.4	97.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	62.6	95.0	96.5
American Indian/Alaskan	17	100.0	47.1	47.1	5.9	52.9	68.7	94.8	94.9
Disability Status									
Disabled	65	90.8	86.2	8.6	5.2	13.8	26.1	94.8	95.2
Migrant Status									
Migrant	N/A	N/AV	I/S	I/S	I/S	I/S	54.7	N/A	96.5
Limited English Proficient									
Limited English	4	I/S	I/S	I/S	I/S	I/S	61.2	94.9	96.8
Socio-Economic Status									
Subsided meals	278	97.8	51.7	35.8	12.5	48.3	58.9	95.6	95.6

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	52	100.0	38.5	40.4	21.2	61.5
	4	57	100.0	38.2	38.2	23.6	61.8
	5	48	97.9	31.8	50.0	18.2	68.2
	6	62	100.0	35.0	41.7	23.3	65.0
	7	70	100.0	29.7	42.2	28.1	70.3
	8	68	100.0	59.1	33.3	7.6	40.9
Mathematics							
2009	3	52	100.0	59.6	25.0	15.4	40.4
	4	57	100.0	25.5	45.5	29.1	74.5
	5	48	97.9	38.6	47.7	13.6	61.4
	6	62	100.0	21.7	48.3	30.0	78.3
	7	70	100.0	23.4	59.4	17.2	76.6
	8	68	100.0	54.5	39.4	6.1	45.5
Science							
2009	3	27	100.0	63.0	18.5	18.5	37.0
	4	57	100.0	32.7	56.4	10.9	67.3
	5	21	100.0	35.0	55.0	10.0	65.0
	6	32	100.0	41.9	51.6	6.5	58.1
	7	70	100.0	39.1	56.3	4.7	60.9
	8	35	100.0	73.5	23.5	2.9	26.5
Social Studies							
2009	3	25	100.0	48.0	44.0	8.0	52.0
	4	57	100.0	12.7	54.5	32.7	87.3
	5	26	100.0	54.2	45.8	N/A	45.8
	6	31	100.0	30.0	56.7	13.3	70.0
	7	70	100.0	54.7	25.0	20.3	45.3
	8	33	97.0	53.1	43.8	3.1	46.9
Writing							
2009	3	52	98.1	47.1	29.4	23.5	52.9
	4	56	98.2	31.5	48.1	20.4	68.5
	5	46	93.5	40.5	42.9	16.7	59.5
	6	63	98.4	51.7	35.0	13.3	48.3
	7	67	100.0	37.5	45.3	17.2	62.5
	8	71	100.0	60.3	36.8	2.9	39.7

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	68	100.0	13.8	46.2	32.3	7.7	53.8	61.8	Yes	Yes
Male	33	100.0	12.9	51.6	32.3	3.2	45.2	57.4	N/A	N/A
Female	35	100.0	14.7	41.2	32.4	11.8	61.8	66.1	N/A	N/A
White	39	100.0	5.3	42.1	42.1	10.5	63.2	74.3	I/S	I/S
African American	27	100.0	28.0	52.0	20.0	N/A	36.0	44.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	77.4	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	50.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	55.4	I/S	I/S
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	19.4	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	38.5	I/S	I/S
Subsized meals	35	100.0	25.7	54.3	20.0	N/A	40.0	45.6	I/S	I/S

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	68	100.0	7.7	38.5	26.2	27.7	70.8	62.7	Yes	Yes
Male	33	100.0	6.5	32.3	32.3	29.0	71.0	61.8	N/A	N/A
Female	35	100.0	8.8	44.1	20.6	26.5	70.6	63.6	N/A	N/A
White	39	100.0	5.3	31.6	31.6	31.6	81.6	75.1	I/S	I/S
African American	27	100.0	12.0	48.0	20.0	20.0	56.0	45.1	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	83.8	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	58.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	59.2	I/S	I/S
Disabled	4	I/S	I/S	I/S	I/S	I/S	I/S	21.8	I/S	I/S
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	N/A	N/A
Limited English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	52.3	I/S	I/S
Subsized meals	35	100.0	14.3	45.7	17.1	22.9	57.1	47.9	I/S	I/S

Physical Science (End-of-Course Performance by Group)

All Students	67	97.0	58.2	28.4	7.5	3.0	N/A	N/A	N/A	N/A
Male	32	96.9	46.9	34.4	12.5	3.1	N/A	N/A	N/A	N/A
Female	35	97.1	68.6	22.9	2.9	2.9	N/A	N/A	N/A	N/A
White	38	97.4	50.0	36.8	7.9	2.6	N/A	N/A	N/A	N/A
African American	27	96.3	70.4	18.5	7.4	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	3	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	34	97.1	67.6	23.5	5.9	N/A	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)									
All Students	2008	68	92.6	23.0	49.2	14.8	13.1	42.6	69.7
	2009	68	100.0	13.8	46.2	32.3	7.7	53.8	61.8
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)									
All Students	2008	68	92.6	14.8	37.7	39.3	8.2	55.7	67.2
	2009	68	100.0	7.7	38.5	26.2	27.7	70.8	62.7

Teacher Quality and Student Attendance

	Our District	State	
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%	
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%	
	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.5%	0.0%	No
Student attendance rate, grades K-8	95.2%	94.0%*	Yes

* Or greater than last year

** Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample